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ABSTRACT

Teacher salary schedules are essentially an automatic device establishing pay in terms of degrees, credits earned, and number of years teaching. An alternative solution is the use of position classification, a systematic method to evaluate and pay work forces equitably. It involves gathering accurate information about each job, choosing a process for determining similarities and differences among jobs, determining the equity of existing salaries, and devising a salary guide permitting competitive hiring rates, consistency in salary increases, and promotional opportunity. To reform salary schedule procedures for teachers, two new approaches are needed: (1) job description--define the various positions in the school district by describing in detail the essential requirements of each position, and (2) job evaluation--establish the value of each position by reviewing job descriptions and determining evaluative factors. The addition of performance appraisal can add further refinements to this new salary sturcture. Accompanying the article are a model job description, a teacher salary schedule, and an outline of procedural steps in teacher position evaluation. (MD)

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A New Concept for Realistic Teacher Salary Compensation

By David H. Rhone

When negotiating pay scales for teachers and other non-teaching certificated personnel, only three variables are usually considered: education credits, years of experience and merit. The last of these is omitted far more often than it is included. Thus the typical salary schedule of today is essentially an automatic device that establishes the pay of any particular teacher in terms of degrees or credits earned and the number of years of teaching service.

Salary increases for advanced preparation are granted on the theory that additional study will increase the efficiency of the teacher. That this is not always the case is obvious, but that it should be the case is equally clear. How much is the competency of an elementary or secondary teacher improved by more and more graduate study of an increasingly specialized character? Does a multiplicity of preparation levels, some calling for mere accumulations of credit as opposed to fulfilling degree requirements, add to the merits of a salary schedule?

These questions cannot be answered categorically. However, there is ample evidence that both the profession and teacher-preparation institutions have brought upon themselves much criticism by lending support to salary scheduling based in part on credit accumulations that add little or nothing to the competency of the teacher and other non-teaching certificated personnel. If a school board approves a salary schedule

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involving increments for additional training, it does so with the understanding that the community is to receive a dividend of better teaching. It is not interested in paying teachers merely to amass credits and to earn additional degrees.

There are too many injustices expensively perpetrated when salary scales are negotiated with across-the-board increases based solely on years of experience and accumulated credits. The goals of education are not served; good teachers are lost to industry; and the more competent students in our colleges and universities are unattracted to the profession.

Let me pose several brutally raw questions about teacher salary scales that might conceivably point the way to reforms of personnel practices in education with regard to structuring pay scales.

Question: Is a math teacher (of whom there is a shortage) with a master's degree and 30 additional accumulated credits in math, and receiving $25,000, on a salary par with a driver education teacher who has the same degree and years of experience?

Question: Should school nurses be on the same salary scale as teachers?

Question: Should English teachers with five (5) classes of 30-35 students and hundreds of papers to grade each week, receive the same pay as a physical education teacher?

Question: Should an elementary classroom teacher be classified for salary purposes the same as a guidance counselor?

What teachers are worth and on what kinds of salary scales they should be paid, is dependent on what kinds of teaching tasks they perform and on the relative value and importance of these teaching assignments to the overall educational objectives of the school district. In these times of financial crunch, accountability, and the labor intensive nature of education, salary scales should and must reflect changing, prioritized school personnel structures. School boards and the public charge loudly that our current personnel practices are too expensive to support. Years of experience and accumulated credits are no longer the only viable, equitable, reasonable tools for classifying and paying all teachers.

What is an alternative solution?

Industry and other commercial businesses for years have used position classification as a cornerstone in their personnel practice. It is a systematic planned method to evaluate and pay their work forces equitably. Position classification involves:

- Gathering accurate information about the contents of each job.
- Choosing a process for determining similarities and differences among the described jobs.
- Determining the equity of existing salaries paid in relation to job differences.
- Devising a salary guide that permits competitive hiring rates, consistency in awarding salary increases and clarity in defining promotional opportunity.

To reform salary schedule procedures for teachers and non-teaching certificated personnel, school boards should adapt industry's techniques to our own needs. I suggest we begin by taking two drastically new steps or approaches.

Step I — Job Description

Define the various teaching and non-teaching positions in the school district by describing in detail for each assignment the essential features and requirements of a particular position:

- What are the primary duties and responsibilities of the teacher filling the position?
- What are his secondary and related responsibilities?
- What are the educational requirements and the experience needed to do the job?

Few, if any, school districts throughout the United States use job descriptions and position evaluation as a first-step basis for determining pay scales. It does seem elementary that a first consideration should be given to the duties being performed before we can rationally address the issue of salary compensation.

Step II — Job Evaluation

Establish the relative value or importance of one teaching position versus another within the same school district by reviewing or writing all job descriptions and determining evaluative factors common to all positions such as, educational skills required, experience, number of students supervised, responsibilities, and other variables that make up each job in the district.

Points would be given for each variable that makes up the job of, for example, an elementary school teacher, and the numerical range of the totalled points would reflect objectively and more clearly define the value or worth of each teaching and non-teaching positions in the school district. It is interesting to note this approach has been used successfully in determining pay rates for extra-curricular duties.

Industry and other commercial businesses for years have used position classification as a cornerstone in their personnel practice. It is a systematic planned method to evaluate and pay their work forces equitably.

The completed evaluations could then be used to project and establish salary ranges based upon the numerical value of each job.

It is impossible here to address every question that might arise in each and every district choosing to follow this approach through to the development of a meaningful salary structure. But the basis has been provided for each district to apply its own interpretation of the criteria. From these fundamental criteria a more reliable tool might be established in the development of school district teacher and non-teaching salary programs.

School boards, I am sure, should be appreciative of this approach. The taxpayer would be reassured that a salary schedule has been initiated which emphasizes the relationship between pay and the kinds of jobs performed. Responsibility and accountability would be better served.

Instituting a "hierarchy of salaries" might even ease the shortage of teachers in certain curricular areas, like math and science, keep teachers from leaving the classroom, and motivate higher standards.

If a performance appraisal system can be simultaneously developed with these two fundamental blocks, (job descriptions and position evaluations) further dollar refinements can be added to complete a new approach to salary structures.

Too often school boards, administrators and negotiating teams have decided upon an annual plan of compensation (based on educational credits and years teaching) without any realistic salary structure being established. The basic structure and framework should come **first**, the annual compensation review and reward should come **last**.

Evaluating classified employe positions, and to a lesser degree the administrative and supervisory positions, already is a familiar approach for compensating these groups of employes. Why not teachers?

SCHOOL DISTRICT NAME
JOB DESCRIPTION

1. POSITION TITLE Home Economics Teacher
2. DATE COMPLETED 7/11/82 (or revised)
3. DEPARTMENT Vocational
4. (a) SUPERVISOR'S NAME Building Princ.
   (b) SUPERVISOR'S TITLE
5. PERSONS CONTRIBUTION TO JOB DESCRIPTION: (Names and Titles)

Director of Secondary Education

One or more Home Ec teachers

Building Principal

6. EDUCATIONAL REQUIREMENT B.S. in Home Economics Education/Valid State Certification
7. EXPERIENCE REQUIREMENT District hiring policy
8. SUMMARY PURPOSE OF POSITIONS: (Introductory Statement)

The home economics teacher plans and directs the learning experiences of students in the areas of family living, child care, management of resourses, clothing, food and housing. The environment and activities should foster the building of skills, values and attitudes. The teacher should be an effective model for the student.

9. (a) JOB DESCRIPTION: (Primary Duties/Responsibilities) % of total job time 80%

1. Plan the educational program so that an equal amount of time is spent on the above six areas if the course is general. If specific to one or more areas, more indepth learning experiences can be arranged.
2. Students should be taught to care for the labs efficiently and effectively so that carryover to the home occurs.
3. In the learning experiences where values and attitudes are being formulated, students should be given the opportunity to clarify their values.
4. Develop daily lesson plans to implement the curriculum of the district.
5. Utilize a variety of teaching strategies to motivate students.
6. Relate the concepts of the lesson to the opportunities for vocational preparation where possible.
7. Stress procedures when utilizing equipment.
8. Function according to the policies, rules and procedures of the building and district.

9. (b) SECONDARY/RELATED RESPONSIBILITIES: % of total job time 20%

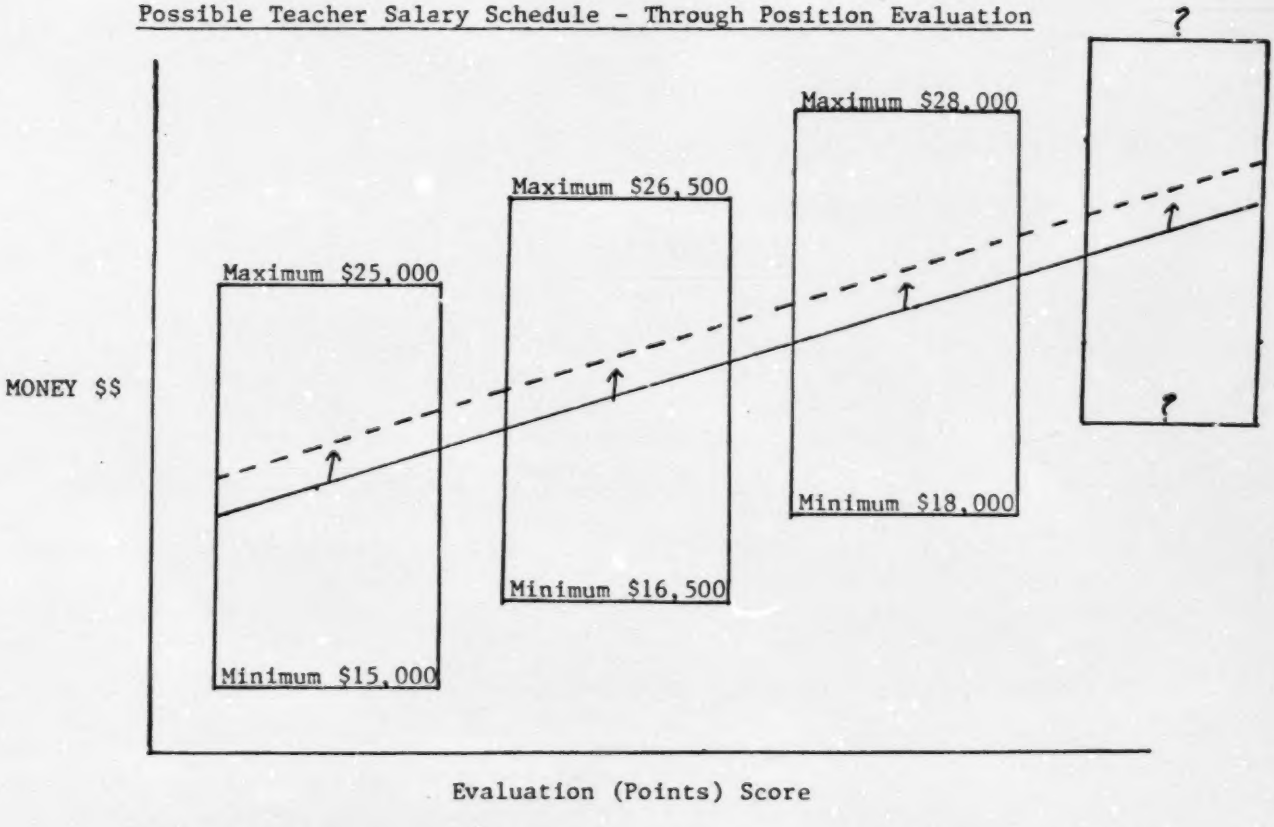
1. Perform recordkeeping responsibilities related to the instructional process, such as grades, supplies, lab preparation, etc.
2. Realize that the teacher makes an important contribution to the full development of the student by becoming involved in school activities outside of the classroom.
3. Perform non-instructional duties assigned by the principal.
4. Recognize the role of the parent as your partner in educating the student.
5. Maintain a cooperative relationship with all other staff members.
6. Avail self of opportunities for continuing professional growth in both home economics and education.

The duties described above are the most significant of the position. Other duties in conformance with the overall operating requirements may require revision of Job Description.

TYPICAL BLOCK TEACHER SALARY SCHEDULE

Years	B.S.	B + 15	M B + 30	M + 15 B + 45	M + 30 B + 60
0	$10,000	$10,800	$11,800	$12,800	$14,000
1	10,750	11,600	12,800	13,900	15,200
2	11,500	12,400	13,800	15,000	16,400
3	12,250	13,200	14,800	16,100	17,600
4	13,000	14,000	15,800	17,200	18,800
5	13,750	14,800	16,800	18,300	20,000
6	14,500	15,600	17,800	19,400	21,200
7	15,250	16,400	13,800	20,500	22,400
8	16,000	17,200	19,800	21,600	23,600
9	16,750	18,000	20,800	22,700	24,800
10	17,500	18,800	21,800	23,800	26,000
11	18,250	19,600	22,800	24,900	27,200
12	19,000	20,400	23,800	26,000	28,400
13	19,750	21,200	24,800	27,100	29,600
14	20,500	22,000	25,800	28,200	30,800
15	21,250	22,800	26,800	29,300	32,000

Possible Teacher Salary Schedule - Through Position Evaluation



PROCEDURAL STEPS IN TEACHER POSITION EVALUATION

ORIENTATION
WRITE JOB DESCRIPTIONS
ESTABLISH COMPONENTS AND CRITERIA TO EVALUATE POSITIONS
EVALUATE POSITIONS
PREPARE SCATTERGRAM
SALARY MARKET ANALYSIS
ESTABLISH SALARY CURVE
ESTABLISH POSITION LEVELS
ESTABLISH SALARY MINIMUMS AND MAXIMUMS
COMPLETE SALARY STRUCTURE

THIS SALARY PROGRAM FEATURES CONSISTENCY, FLEXIBILITY, FAIRNESS, OBJECTIVITY, MARKET COMPETITIVENESS, EASE OF ADMINISTRATION AND COST CONTAINMENT.

BENATEC PROVIDES SUGGESTED FORMAT FOR JOB DESCRIPTIONS, POSITION EVALUATION COMPONENTS, CRITERIA AND THE EVALUATION DOCUMENT.

TABLE OF VALUES

COMPONENTS	LEVELS							POINT SCORE	PRO-RATED VALUE	PRO-RATED SCORE
	1	2	3	4	5	6	7			
I. Education:	25	50	75	100	125	150	175			
II. Experience:	25	50	75	100	125	150	175			
III. Required Instructional Skills:	50	75	100	125	150	175				
IV. Number of Students Supervised:	25	50	75	100	125	150	175			
V. Judgment Requirements:	75	100	125	150	175					
VI. Communication:	25	50	75	100	125	150	175			
VII. Teacher/Student Interaction:	25	50	75	100	125	150	175			
VIII. Professional Growth:	50	75	100	125	150	175				
IX. Planning Time Requirements:	25	50	75	100	125	150	175			
X. Student Motivation:	25	50	75	100	125	150	175			
XI. Coordination Function:	0	75	100	125						
	TOTAL SCORE								100%	

MARKET AVAILABILITY FACTOR_____ X POINT SCORE_____ = TOTAL_____

DATE EVALUATION COMPLETED_____ POSITION EVALUATION SCORE_____